

Cupernham Junior School Music Progressions

Key Elements	Year 2	Year 3	Year 4	Year 5	Year 6
Pitch	Respond to, use, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes	Identify, use and understand steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. pentatonic	Identify melodic shape and explore different scale patterns including pentatonic, major and minor	Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music	Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music
Duration	Respond to, use, recognise and distinguish between steady beat and rhythm pattern and how they fit together	Identify how rhythm patterns fit to a steady beat and begin to use and understand 2, 3 and 4 metre	Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre	Identify and begin to understand more complex rhythm patterns and metres including counting in 8 and possibly 6	Identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7
Dynamics	Respond to, use, recognise and identify getting louder and quieter	Identify, use and understand getting louder and quieter in finer gradations	Explore how to use dynamics for expressive effect	Understand how a wide range of dynamics can be used and manipulated for expressive effect	Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect
Tempo	Respond to, use, recognise and identify getting faster and slower	Identify, use and understand getting faster and slower in finer gradations	Explore how to use tempi for expressive effect	Understand how a wide range of tempi can be used and manipulated for expressive effect	Understand how a wide range of tempi can be precisely used and manipulated for expressive effect
Timbre	Identify, choose and use the way sounds are made and can be used	Identify families of non-percussion instruments and the way they are played; extend the use of voices and percussion instruments	a wider range of non-percussion instruments by family and name; further extend the use of voices and percussion instruments	Identify instruments within families and different instrumental / vocal combinations: refine the use of voices and percussion instruments	Identify voices / instruments within families and their role in a wider range of ensembles: refine the use of voices and percussion instruments with intended impact

Texture	Respond to and begin to recognise and use different layers including simple accompaniments	Identify the use and purpose of different layers in music heard, created and performed	Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinati parts	Extend the use of simple harmony to include consonant and dissonant clusters of notes and simple chords as accompaniments	Use simple harmony, including simple chords, with greater awareness and understanding
Structure	Respond to, use, recognise and identify a range of repetition and contrast structures including Q and A, verse and chorus, ABA	Develop understanding of conventional structures including binary (AB) and ternary (ABA), introductions and codas. Explore the use of simple ostinato (short repeated patterns)	Develop understanding of extended conventional structures including Rondo (ABACADA) and identify the more subtle development of musical ideas – similar but not the same e.g. simple theme and variations. Further develop use of ostinati	Explore and use a wider range of developmental structures (e.g. ABA, Rondo, 12 bar blues, theme and variations) and expressive structures e.g. Leitmotif	Use a broader range of developmental structures and expressive structures (see year 5)